

Draft National Unit Specification



Unit title: Art and Design: Design (Higher)

SCQF: level 6 (9 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' ability to respond to, and develop, creative design research and developmental ideas in response to a negotiated design brief. Learners will produce investigative research in response to the brief. They will use this when developing their design ideas showing understanding of the design area requirements. On completion of this Unit, learners will also be able to analyse the impact that social and cultural factors have on designers and their practice.

Learners who complete this Unit will be able to:

- 1 Analyse the factors influencing designers and design practice
- 2 Produce creative design concepts and development ideas for a design brief

This Unit is a mandatory Unit of the Higher Art and Design Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

The Course Assessment Specification for the Higher Art and Design Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Art and Design Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Art and Design (National 5) Course or relevant component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Analyse the factors influencing designers and design practice by:

- 1.1 Describing how designers use media and techniques in their work
- 1.2 Analysing the impact of designers' creative choices in a range of designers' work
- 1.3 Analysing the impact of social and cultural influences on selected designers and their design practice

Outcome 2

The learner will:

2 Produce creative design concepts and development ideas for a design brief by:

- 2.1 Identifying the design opportunities, issues and constraints in a negotiated design brief
- 2.2 Producing a variety of in-depth investigative and market research in response to the design brief
- 2.3 Identifying how design media and techniques are used by other designers
- 2.4 Using a variety of media and techniques experimentally for creative effect
- 2.5 Developing and progressively refining a variety of design ideas taking account of the design area requirements and opportunities
- 2.6 Using complex design-based problem solving and evaluation skills when planning and refining their design ideas

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence will be a combination of written or oral and/or recorded and practical evidence.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole by combining assessment holistically in one single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

Learners will:

- ◆ analyse designers' work and the influences on design practice
- ◆ use descriptive design terminology when describing their work and the work of others
- ◆ produce in-depth investigative research material showing their understanding of aesthetics, function, and the design area
- ◆ creatively develop and refine design ideas in response to a negotiated design brief

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

5 Thinking skills

5.4 Analysing and evaluating

5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the Unit Specification.